

Learning Targets:

LT1: Students will know the definition of performance assessment (fact).

- “Performance assessments involve students in activities that require them actually to demonstrate performance of certain skills or to create products that meet certain standards of quality” (155).

LT2: Students will understand the appropriate uses and potential pitfalls of performance assessment (concept).

LT3: Students will develop their ability to minimize bias in performance assessment (introduced skill).

Handout: Jeremy

Document Camera - Performance Assessment Cover - Allison

****JUST A THOUGHT** Hey guys - just thinking here...make sure to read the handout that Jeremy created and make sure to have all of those questions answered in our presentation - we don't want our input to not match the handout! - Kate**

Presentation Outline (25 min):

EVERYONE (1 min)

- Set: Role play...Math student - math test, Spanish student - oral exam, Science student - lab report; Social studies student - ability to defend a position in a debate; English student - ability to write a research paper with the required components

KATE (2 min)

- Intro/transition from set: as you can see from our little role play, performance assessment comes in many different forms.
- What is performance assessment?
 - Definition: involves students in activities that require them actually to demonstrate performance of certain skills or to create products that meet certain standards of quality.
 - Based on observation and is subjective; matter of judgment
 - Risk of bias
 - We judge level of achievement by comparing each student's performance to predetermined levels of proficiency.
 - GOAL: make these subjective judgments as objective as possible.
 - free of bias and distortion
 - do so by applying clear and appropriate performance criteria and gathering enough information

ALLISON (3 min)

- When do you use performance assessment?
 - Best for assessing *performance skills, products, and sometimes reasoning*
 - Active, hands-on way to engage students in their own learning

- You must be sure all students have equal access to necessary resources
- Labor-intensive; time investment- however, one way to make it more efficient is to involve students as observers & evaluators
- Table 7.3 (p. 162)

Matching method to targets

- assessing knowledge-- not the best match
- assessing reasoning-- can work, but challenging because teacher must infer about students' reasoning through their problem solving, which is internal
- assessing performance skills-- great match
- assessing products-- great match
- Strengths and weaknesses
 - Strengths: best way to assess certain skills & products; possible to include students in process of developing the assessment & observing/evaluating
 - Weaknesses: labor-intensive; subjective by nature--every step of the process is based on the teacher's own professional judgement
- Subject specific examples: look at handout and Table 7.2 on doc cam (p. 159)

JENNIFER (3 min)

- How to develop performance assessment?
 - Performance Assessment Design Framework (Figure 7.2 on document camera- p. 163)
 - Step 1: Define Performance
 - A. Type of Performance
 - B. Develop performance criteria
 - Emphasize Step 1 Part B (Table 7.4)
 - Develop Rubric
 - Discover
 - Condense
 - Define
 - Learn to apply to rubric
 - Refine

KRISTINA (3 min)

- How to develop performance assessment (table 7.2)
 - Step 2: Develop Performance Tasks
 - A. Task specification - define target and conditions
 - Identify achievement - what students need to know and what they need to apply it to.
 - specify conditions - how long will students have to do this and what are they going to need to be able to do (Explain how they got to their product, explain their reasoning or show their answer)
 - establish criteria - be as explicit as possible when it comes to grading/assessment criteria. Tell students exactly what

they will be graded on and what is expected of them. Rubrics or scoring guides are a perfect way to convey to students what you are expecting. However, make sure to closely follow the guides given.

- Attributes of effective tasks:
 - Address the right content
 - Provide enough evidence - not just one chance to prove that you have an understanding
 - Are feasible - time for students to complete, correct materials are present, and enough time to examine and evaluate the performance using the criteria you provided them with.
 - Are free of bias - no confusion, each student knows exactly what to do.
 - Provide for a fair and accurate assessment - as far as the teacher can see, there is nothing about the task set in its context that will give rise to an inaccurate picture of the student's proficiency. I relate this to IEP's.

B. Selecting a sample - decide how many tasks are needed to cover the terrain

- Show Figure 7.6 and read

SHARIKA (8 min total)

- Introduce and explain Group Activity:
 - (5 min) Given a learning target for a specific subject (on half sheet of paper):
 - Develop a performance assessment
 - Develop performance criteria (rough rubric)
 - (3 min) Share with class
 - 1) Math (Kate): Given a right triangle with leg lengths a and b , students will be able to calculate the length of hypotenuse c using the Pythagorean Theorem.
 - 2) ELA (Jennifer): Students will be able to write a research paper that includes the following components: Introduction (with a hook and a connection to a wider relevance), thesis, evidence from text, evidence from research (secondary) sources, commentary, transitions, and a conclusion.
 - 3) SS (Jennifer): Students will be able to defend the position that Reconstruction was a success/ failure in an oral debate.
 - 4) WL (Allison): Students will be able to use the past tenses to tell a story of a childhood experience.
 - 5) Communication (Kristina): Students will be able to understand and evaluate information from a variety of sources.
 - 6) Science (Sharika): Students will be able to solve quantitative problems in pairs using the force model, $F=ma$. Performance assessment here is to see if students are able to give a logical reasoning for their answer by making them do a presentation.
 - 7) ELL (Jennifer): Students will be able to pronounce the "sh" sound in the following words with enough accuracy to be understood by native English speakers when used in

a complete sentence: ship, shake, should, shoe, shop, show, and short.

JEREMY (3 min)

- Closure; Q&A

Jigsaw Resources For Chapter 7—Performance Assessment

Produced by:

Learning Targets

- 1) Students will know the definition of performance assessment (fact).
 - “Performance assessments involve students in activities that require them actually to demonstrate performance of certain skills or to create products that meet certain standards of quality” (155).
- 2) Students will understand the appropriate uses and potential pitfalls of performance assessment (concept).
- 3) Students will develop their ability to minimize bias in performance assessment (introduced skill).

Reading Guide

Before Reading:

- 1) Quickly jot down your initial understanding of performance assessment. What is it? How does it differ from other forms of assessment? What does it look like in practice?
- 2) What kinds of learning targets—fact, concept, skill, disposition—do you think are best assessed using performance assessment?

During Reading:

- 1) What are at least two potential perils of performance assessment that Stiggins mentions? How can teachers avoid those perils?
- 2) According to Stiggins, when is performance assessment most appropriate?

3) How well does performance assessment match with these learning targets?

| | |
|---------------------|--|
| Fact Targets | |
| Concept Targets | |
| Skill Targets | |
| Disposition Targets | |

4) Briefly describe these steps of performance assessment design:

| | |
|---|--|
| Design Step 1: Define Performance | |
| A: Type of Performance | |
| B: Develop Performance Criteria | |
| Design Step 2: Develop Performance Tasks | |
| A: Task Specification | |
| B: Selecting a Sample | |

5) What are the 5 steps for developing performance criteria?

| | |
|---------|--|
| Step 1: | |
| Step 2: | |

| | |
|---------|--|
| | |
| Step 3: | |
| Step 4: | |
| Step 5: | |

6) What are at least three indicators of a good performance assessment rubric?

7) What are at least three indicators of good performance assessment tasks?

8) What considerations does Stiggins offer about determining sample size and composition in performance assessment?

9) What are strategies that teachers can use to involve students in developing and utilizing performance assessments?

Content Area Examples of Performance Assessment:

Physical Sciences: Lab report

Mathematics: Manipulate objects to form sets

World Languages: Oral exam/presentation

Social Studies: Oral debate

Arts: Use of materials

English Language Arts: Finished research paper

ELL: Pronunciation

Quiz Questions:

1. True or false: Performance assessment is entirely objective and is therefore not in any risk of biases.

False; (performance assessment is based on observation and is a matter of judgment; therefore it is subjective and has a risk of biases and distortions).

2. For which of the following target types is performance assessment best suited?

a) fact b) disposition c) skills d) products e) both c and d (Answer= e)

3. (Short Answer): What are the five steps in developing performance criteria (i.e. an effective rubric)?

- 1) Discover
- 2) Condense
- 3) Define
- 4) Learn to apply the rubric
- 5) Refine

4. Give an example in your content area for a learning target, its performance assessment and performance criteria.(Sharika)

5. What are the 5 attributes of effective tasks? Please list them.